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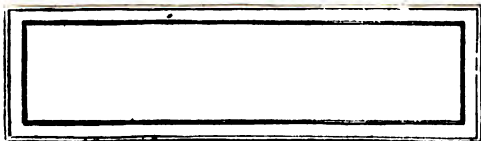


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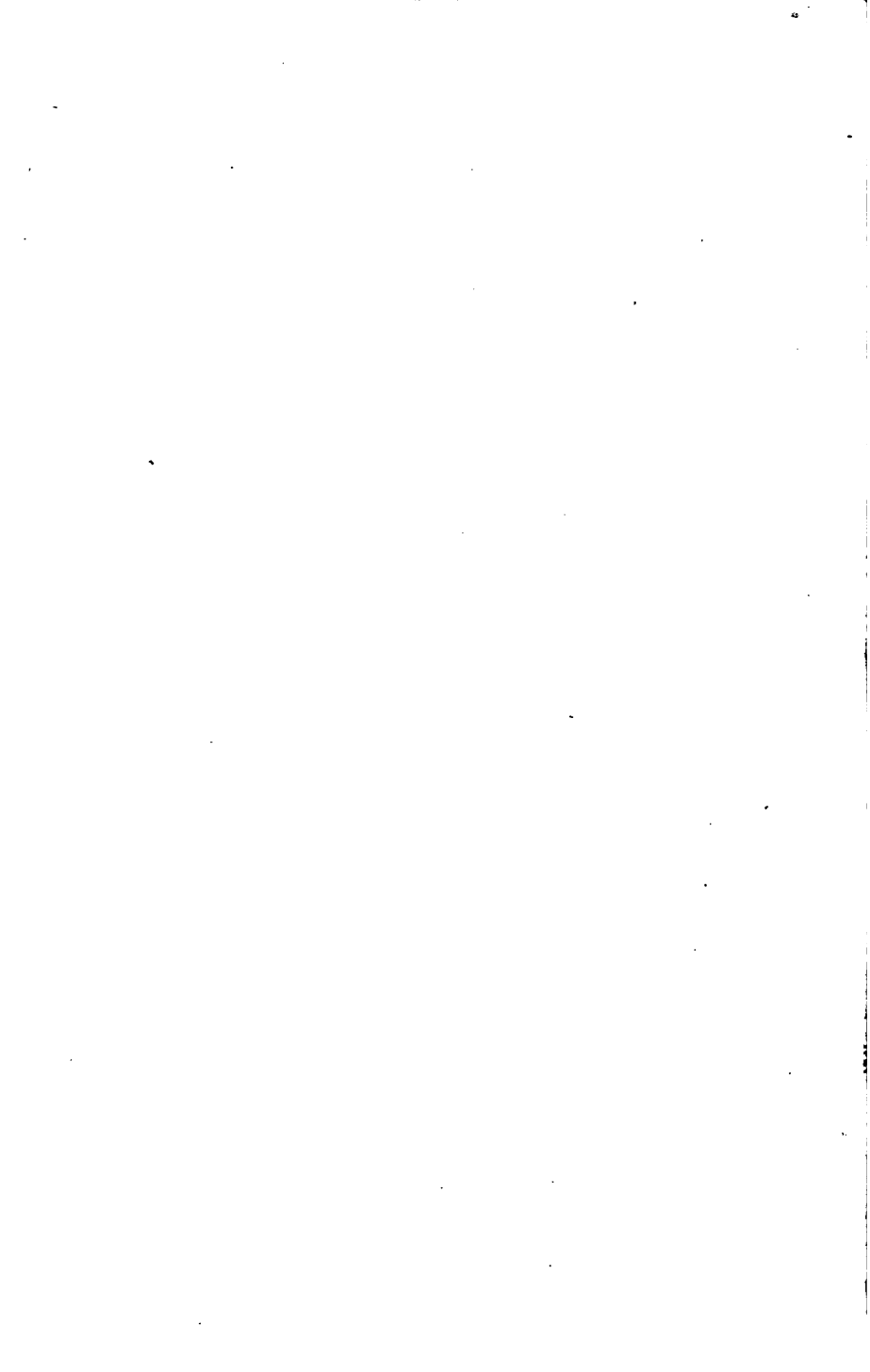
CIVICS AND CITIZENSHIP



D. E. CLOYD

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LITTLE CITIZENS

TEACHING IN THE ELEMENTARY SCHOOLS

A SERIES OF MONOGRAPHS

Number 1
CIVICS AND CITIZENSHIP

BY
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PREFACE.

The purpose of this monograph is to emphasize the importance of *instruction in citizenship* in the elementary schools. The brief discussions of the several phases of the subject and of the methods of teaching it are sufficient to give the teacher the modern social point of view and to awaken an enthusiasm for the subject. The course of study in civics given at the close of the treatise is intended as a guide to the teacher in the selection of life-units for the instruction and training of the boys and girls in active citizenship. The fundamental principle of co-operation in group life for the mutual welfare of all citizens is made prominent throughout the course.

The list of references given at the close is designed to help the teacher select one or more books adapted to this work.

November, 1916.

The Author.

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CIVICS AND CITIZENSHIP.

What Civics Is:

Civics is the subject that teaches people how to be good citizens in group life, such as the family, the school, the city, and the state. It deals with such topics as manners, obedience, duty, industry, protection of life, health and property, the payment of taxes and rents, the work of the community, of officials, of the courts, of legislatures, congress, political parties, fraternal and patriotic organizations.

This subject places emphasis upon relationships between individuals in a group and between groups of individuals in their efforts to deal with and to serve one another. In other words, civics is the subject that treats of the co-operative relations of individuals and groups in their attempts to live and work together. It pertains to the life of children as well as to the life of adults. For these reasons it is one of the most important school subjects.

Why Civics Should Be Taught:

An examination of the courses of study in typical schools throughout the country reveals the fact that not very much attention is given to this subject in a serious or systematic way, in the daily program of the schools. This is doubtless due to the fact that in past years civics has been regarded as a formal text-book subject, dealing with the machinery of government and suited only to the upper grammar grades and the high school, as preparation for adult citizenship. But in recent years the viewpoint has changed. The school life is now more like life outside of school in its aims, methods and

subject matter. Society is realizing that the ideas and habits acquired by children do not change materially as they grow into adults. Hence, a greater effort is being made through the school to supply the children with the ideas and the activities that result in habits of conduct and habits of service befitting a co-operative social, political and industrial life. Children come to understand the more remote and more complex phases of life through an understanding of and an interest in the concrete activities of their daily human relationships. This puts civics, the subject that treats of these relationships, in the program of every grade of the course of study. When the population was very scattered the necessity for this civic training was not strongly felt, but now that people are massing together in villages, towns and cities, and even the rural settlements are being brought into close contact by telephones, postal service and improved methods of transportation, the pressure for a harmonious and stimulating conception and control of human relationships is growing greater day by day. Likewise, the movement for equal suffrage calls for civic training of the girls as well as the boys, thus adding to the importance of this school subject.

And the ever increasing difficulties of maintaining peaceful international relationships call for a higher type of world citizenship and a new interpretation of patriotism. Love of humanity must transcend love of country in this new citizenship, if the people of the world are to succeed in living close together, as the new inventions and increasing population is placing them. A striking illustration of this new community life is the rural consolidated school as the center of all phases of

child and adult life the year around. Another illustration is the consolidation and federation of churches, both at home and in the foreign fields, for the strengthening of the feeling of oneness of human interests and the breaking down of the unreal and artificial differences between mankind. The free public school is the greatest institution ever devised by society for developing a democratic social consciousness. Because of its non-partisan, non-sectarian character the school is being used more and more to take over the activities of the home and the church and the newer activities of society as a whole. In a large measure the school is a laboratory in which the activities of the community are observed, explained and applied as factors in the unfolding and developing child life, not *for* service, but *in* service. The simple principles of group life may thus be understood, formulated and used habitually, and consciously as guides in civic advancement.

Civics Instruction

Needed in All Grades:

The unbroken continuity of the life of the individual, as such, and as a member of social groups makes civics instruction necessary in every grade of the school work. An analogy of this is found in the religious training of children in the home and the church where the efforts of the parents and religious teachers are unceasing. The child, as it enters school and passes from grade to grade, is conscious of its duties to others and of its blessings from others. It also sees the necessity of modifying its habits and notions regarding right and wrong as its interests and relationships widen. In these newer and richer experiences he needs not only the environment that calls forth and necessitates the

changes, but also the sympathetic and intelligent guidance of those directing his fuller training. The gradation in the child's development is paralleled by the grades in the school and should be met grade by grade with more intensive study of the lessons begun in the lower grades and also with new interests. Learning from environment is not enough, the teacher must help the child to organize its reactions upon this environment so as to make more certain a wholesome interest and a social attitude. The gradation of the work in classes from primary to the higher grades should be from an observation of the services rendered by one individual to another, upward through the social groups and institutions to the machinery of government as a means of conducting, controlling and advancing all individual and social activities. At every step emphasis must be put upon helpful human service, as the fundamental principle of true citizenship.

***Citizenship—Its
Modern Meaning:***

As indicated above, a new conception prevails today of the citizen and citizenship.

The narrowness of the Greek city-state is deep-buried in the past; the suzerainty of the Roman Government was razed to the ground by the virility of the Teutons; the divinely appointed king ruling over the rest of us as subjects now sleeps peacefully; lords and serfs today dine together; capitalists and laborers look for protection to the same courts; rival nations are dreaming of a universal board of arbitration; one language, through trained interpreters, tells these tales of progress the world around; eight minutes on the wires, by relays, encircles the earth with a message of man's triumph.

These changed conditions make a new world and necessitate a new type of citizenship. The nations of the earth are closer together today than the Greek States were two thousand years ago. All kind of commercial, political and social relations among the nations makes each nation dependent upon each other nation. These ties call for a citizenship and patriotism free from race antagonisms and illumined with the spirit of human service.

The means of education have so multiplied through books, schools and the press that the people of the world can no longer be kept in ignorance of what the world offers to the enlightened.

Every citizen of a free country aspires to read and think for himself, to vote and to have a voice in shaping every institution of society.

We are fed, clothed, and entertained from every land and every clime and we traverse the world over for pleasure, knowledge and wealth. All of these privileges and blessings are brought to our homes and shared with our children. The lives of children and adults day by day are enriched from the treasure-stores of the world. The morning, noon, and evening press tells us of the struggles, conquests, sorrows, and joys of mankind everywhere. The new citizenship means a preparation for the understanding and appreciation of this complex and rich world-life. The leading nations are all engaged in this progressive development of civilization. The echoes of war are but accidents in this forward march of humanity. The peoples of the world understand each other better and are more deeply concerned with their mutual welfare than ever before. The proper education of our children for the further develop-

ment of this spirit and work is the most vital cause in which society can engage.

*Specific Aims in
Teaching Civics:*

Civics is as rich in specific aims as is any other subject of the curriculum.

These aims are even more vital in the development of real men and women than are the aims of other subjects. In fact, the highest aims of all the subjects of the curriculum are the ones whose blossom and fruitage is citizenship.

1. *Reverence for the home is fundamental in the training of children.*

The ceaseless grind of the unhallowed divorce courts attests this need. The family and the home of the family is the unit for civilization. No virtue is needed, or in fact can be, in any other social, political, or industrial group that is not essential to a pure and efficient home. Patience, sympathy, duty, service, obedience, honesty, truthfulness, courage, fortitude, industry, sacrifice, forgiveness, purity,—are not all of these the virtues of a righteous home? Do all children receive sufficient training in these virtues in their home? The first duty of the school is to supplement the work of the home in developing in the children the habits and attitudes which underlie the character of a true citizen. Children not reared in a spirit of reverence for the home—the institution that brought them into existence—are but poorly equipped to enter into the broader relationships of life in which the home is but a unit. Virtues are not acquired by merely passing over the boundary line from one institution into another—they must become bone and sinew of the individual.

2. *Learning to share with one another our blessings is an aim in citizenship.*

The child needs to learn early and well the lesson that no one can live his life alone and that he enjoys no blessing to which others have not made a contribution. The home is protected from fire and from the robber by the organized service of the individuals of society. The school that the child attends is maintained by a common tax. Likewise the church, the library, the parks, the roads—these are made possible by a sharing of service. The good citizen makes his contribution to the common welfare. More and more society is expecting this mutual service from her members—both from the poor and from the rich. The idea today is that the good citizen is the one who holds an opportunity or wealth only as a trustee to use it for the common good. He is not a parasite, living without working, but is a producer of wealth; he is not a miser, hoarding his income, but is a distributor of his goods. With this point of view, that individual or that nation which creates and distributes the most to the peoples of the world is the best and greatest in citizenship. The school in all of its teachings and activities should give the children this point of view. This is the thought in the Preamble to our Constitution, "to promote the common welfare and to secure the blessings of liberty to ourselves and to our posterity."

The child in its simplicity will catch this spirit if it is the tone and the teaching of the home and the school.

3. *Citizens should be able to make the wisest selections of vocations, and should see, appreciate, and do what society needs.*

At this point the present-day training for cit-

izenship is weak. But little is being done systematically to help the boys and girls to discover what they are best fitted to do and to help them to analyze the needs of society in the various industries and professions. And society is not doing enough in an unselfish way to aid young people in entering upon their vocations with assurance of success. It is reliably stated that only about one-fifth of our people are successful financially. This means a large percentage of dissatisfied and inefficient people—a type of citizenship that creates problems difficult to solve. To admit that this condition cannot be remedied is to place a low estimate upon the business ability of humanity and a low estimate upon the ability of the one-fifth as teachers of the four-fifths. If it is possible to turn the millions consumed in war and other non-productive enterprises into helping the young to choose the right vocation and to get started right in it, thereby many of the social problems would be solved. Several of the leading countries and many cities in the United States are doing valuable work in vocational directing. But the work is in its infancy. The goal in citizenship should be, *every citizen at the work for which he is best fitted and meeting with success in that work*. If this directing is to be done through the school, then this means that the school is to be the very center and heart-beat of our nation. The work is too big for an individual or for private enterprise, it must be done by society as a whole through a universal institution. We have but one such institution and that is the school. A sad refrain is heard on every hand, "If I had only known what to go at when I was a boy." If society can remedy this condition through the right kind of education

and direction of her youth, alms houses, jails, and penitentiaries will close automatically. A large percentage of lawyers, doctors and promoters might, with profit to society, be turned into vocational directors for the young.

4. *Citizens should protect their nation, but not destroy others.*

The policy of *live and let live*, applied to the individuals in our home, should be applicable, in the same sense and equally so, to the nations of the earth. It will be so if the human consciousness ever expands sufficiently to grasp the idea of world citizenship. If our youth grow up with the idea that it is only the best to which they are to be true and that imaginary geographical boundary lines do not sever truth and human interests, then the love of one's country will not be despoiled by the hatred of other nations. The doctrine of "My Country, right or wrong," has no place in the schools of a Christian Democracy. The citizens of any country should be prepared—abundantly prepared for defence against any foe, but the bulwarks of their defence should be the virtues of a righteous nation. These may justly be manned by guns and trained soldiers. Any other means of national defence is but for a day. When a citizen of one country sees justice in the claim of a citizen of another country then he must become the protector of his fellow citizen. It is in this sense that citizenship transcends boundary lines and nations are kept at peace.

The child can understand this principle in his school and community relationships, if he be guided by one who sees the end of it all.

5. *Citizens should understand and know how to enjoy the best in work and leisure.*

The riches of a civilization are of no conse-

quence except as they are understood and used. The wealth of literature, art and science are like the mines in the earth until revealed to the minds of men. The contributions made by the earlier peoples make life richer both in service and enjoyment if properly interpreted. We need to know how other people have lived, thought, and governed themselves in order to fully appreciate our own conditions and to know whether to repeat or to avoid their manner of life. This is a duty of an intelligent citizen.

Likewise a helpful use of leisure hours calls for a wide knowledge and careful training. The lack of this fills the gambling hall, the saloon, the loafing dens with aimless, disintegrating characters. The remedy lies in appreciation of literature, art, music, healthful games, social amusements, moving-pictures, public parks. The schools are developing these activities very extensively and society is realizing the value of it as redeeming and preventive factors in education. Such work is emphasizing the fact that training for citizenship is much more than mere preparation to vote and to make laws. An intelligent laborer in a wisely chosen vocation with wholesome leisure hours is the highest product of any civilization.

6. *The practice of civic virtues and the appreciation of rights and duties is a constant aim of all instruction in civics.*

It is the individual in service, with a happy heart and a moral will, guided by a social conscience, that is the aim today of all educational reformers. The child must learn that his right to life, liberty, property, and joy is coupled with a duty to secure and preserve the same right to every other individual. The home, school, and

community are full of opportunities and necessities for the practice of this virtue. In these phases of group life, in which the child is participating, example counts for more than precept. Here the habit is formed that makes a good citizen.

7. Knowledge of the organization and administration of the machinery of the government is necessary for the fullest conception of the functions of its several parts.

The machinery of government is of no value aside from what it does for society. The citizen needs to know this machinery so that he may use it to bring to pass desired social results. He should be taught to think of it not as something either sacred or static, but as something that can and must change as human needs change. In this regard only must the citizen respect government, officials, laws, and courts. Good citizens make good government.

8. A supreme aim in the teaching of civics is to prepare citizens to meet and destroy the efforts of organized vice.

On every hand, in life about us, is found organized vice, luring our boys and girls and adult citizens away from the path of righteousness. Illustrations are the saloon, the gambling dens, the traffic in women, the corrupt methods in business. All of these activities are conducted by our fellow-men through organizations and methods that engage the keenest intellects guided by depraved motives and wrecked moral wills. A knowledge of the nature of the methods and of the blighting results of these institutions of vice is necessary for our better citizens who would eliminate them from civilization. It is this kind of preparedness

that the schools the world over should be giving rather than that of military preparedness. This work today is too largely of the form of adult resistance to the enemy of vice that has been systematically bred and nourished in our own homeland. A people will far more quickly recover from the devastation of war than from the devastation of vice. The home and the school should be the point of attack while the present righteous population stands guard.

*The Method of Approach
in the Teaching of
Civics:*

The true idea of government is that of co-operation for mutual benefits. Children early appreciate what

is done for them and learn to enjoy doing things for others. It is in these experiences that the teaching of civics has its beginnings. In other words, it is through the functions of the government and not through the machinery of government that the child learns how to behave, how to obey, serve and respect the individuals and institutions of society.

The interests aroused in the small group—the home, school, church and community—widen out gradually into the interests of the larger group—the city, state, and nation. This method of approach naturally gives civics a place by the side of other subjects from the first grade on through the entire course of school work.

The formal study of text-books on the machinery of government has not appealed to the interests of children and has not resulted in the awakening of a social consciousness. Children love action and are interested in its results. This is the key to success in civics instruction. Every local unit in group life is the proper text book for this

work. Such units are (1) the fire department for protection, (2) the police for safety of property and life, (3) the hospitals for the care of the sick, (4) the streets and roads for service, (5) taxes and rents for the use of property, (6) home and school government, and the many more units that these suggest. The study of these life-units gives a simplicity to the teaching of civics that keeps it within the range of the child's experiences and keeps him interested in good government as it touches his own life.

This type of concrete work will be of great value to the pupil that drops out of school along the way and so never reaches the higher grades and the study of formal text-books on civics.

*Relation of Civics
to Other Subjects.*

Civics gleans from all other subjects the lessons that teach children how to live. Civics furnishes motivation for all other subjects. The child studies history, geography and other subjects because they interest him in his growth as an individual and as a member of the group. In history he learns what men have done, how they have done it, what mistakes they have made, where they have advanced and where they have hindered human welfare. In geography he learns how people have used the earth to make it feed, clothe and shelter man. In language and grammar he learns how individuals communicate with one another for their pleasure and advancement. So it is with all other school subjects, the center of their interests is life more abundant. In the furthering of all of these human interests, the practice of social virtues, the observance of rules, regulations and laws, the recognition of inter-state and international rights are every-

where apparent. Learning to read is for the double purpose of finding information and joy—both necessary for an efficient citizen. Hence, it is easy and advisable to teach civics in connection with and as a part of all subjects in the curriculum. But it is also necessary to group together the lessons and principles of civics as they are unfolded in daily life and in the study of the subjects of the school curriculum and make these lessons the objects of conscious observation and study. In other words, civics has a content of its own that is both interesting and invaluable and which calls for a separate and continuous treatment in the daily program of the school. It is rich in its significance because it constitutes the vitalizing motive of all school subjects.

*The Place of Civics in
the Daily Program.*

The importance of the lessons of civics in the daily life of the child, at every stage of its development and in every human relationship, justifies giving this subject a place of its own in the regular program throughout all of the grades of the school. It is so recognized in many of the best schools in the United States and foreign countries. In some schools, however, some of the topics necessary for training in citizenship are grouped under the subject of *ethics*. This seems to be a needless division of subject matter and results in a confusion of emphasis. The better plan is to keep the instruction closely, but broadly organized under the one subject of civics and citizenship. For instance, the subject of *right and duty* is just as appropriately called civics as ethics and has a more significant meaning in the term of citizenship, if so designated.

Viewing the subject of civics thus broadly, as including all conduct of the individual and the group, we see clearly the necessity for daily attention not only to the *practice* of civic virtues, but to the interpretation, appreciation and organization of the principles of moral and civic life.

In the *primary grades* this work should be in the form of heart-to-heart talks with the children a few minutes per day, two or three times per week, as the opportunities are offered in connection with the school activities, with the reading and language lessons and with the home and community relations.

In the *intermediate and grammar grades* a regular place on the program should be given two or three days per week for a careful consideration of civic problems through boys' and girls' club work and the various organizations for community life. The teacher can find much help in the organization of this material in the many elementary books and articles in educational papers that are appearing in the last few years on the subject of civics and citizenship. In the upper grades a simple text, placing the emphasis upon the functioning of government, should be used by the pupil, in daily study.

In the *eighth grade* a careful organization of the principles of conduct and government should be made around the machinery of government that the state uses to direct and control the life of its citizens. This last course would necessitate the use of a good text-book and it should be closely related to the final survey made in this grade of the history of the United States.

Such a course of instruction will tend to fill society with individuals who know how to and have

the habit of governing themselves and who have the knowledge and habit of co-operation with others in government. Legislation will then tend more and more to place its emphasis upon providing the means of correct and universal education and likewise the courts and federal institutions will grow less and less in prominence and consequence.

*Motivations in
Civics Teaching.*

On the basis of the child's natural impulse to live and to do something civics is one of the richest subjects in its appeal to and satisfaction of his interests, desires and aims. The satisfaction found in agreeable, harmonious, and helpful relationships with his fellows is secured through the observance of regulations and principles that control group life. The child desires the approval of parent and teacher, hence he obeys. He desires protection, hence he pays his share of the necessary expense. He desires the use of the public highway, hence he observes the laws governing it. He desires to travel abroad or to trade with other nations, hence he acquaints himself with the customs and laws of those nations. In all of these human relationships he is a participant and therefore interested, and concerned with the results. He has these experiences in a concrete way in the groups to which he belongs, thus satisfying his immediate interests or motives. The alert and resourceful teacher finds an abundance of ways in which to stir the child's imagination for the use of these present experiences in his preparation for the future or more remote aims of adult life.

*Teaching Civics Through
the Life of the School:*

The school itself is a rich civics laboratory where every child is participating in the exercises and the teacher is creating the environment and conditions favorable to results. The child desires liberty and is taught that he finds it most where order and obedience abounds. He learns that industry brings the best rewards. He learns to appreciate good roads and courteous treatment on the way to and from school. In the various forms of pupil government, the class societies, literary societies, athletic teams, he learns to co-operate, obey and rule. Through the industrial activities of the school, such as the manual training, cooking and sewing, he learns how the school is served by other institutions in supplying needed materials. Through the school savings bank, he learns how to co-operate with society in the care and use of wealth. In the use and care of his books and school property he learns the valuable lessons of the use and care of public and private property. In his relation to the school board, the attendance officer, medical director, school nurse, and play ground officials he is broadened and enriched in his civic experiences and fitted for the wider life outside of the school. Likewise, his imagination is awakened by the study of the deeds of men in history. The proper utilization of this life of the school is the richest of all civic instruction.

*Teaching Civics Through
Local and State Officials
and Institutions:*

The school children are acquainted with local officials, such as road commissioners, village or city councilmen, mayor, policemen, justice of the peace, assessors, the county superintendent of schools, mail

carriers and postal clerks. The work of these officials, the children can understand and appreciate because it contributes to their daily life. They will be interested in studying the method of election or appointment and control of these officials. The greater part of the information needed for this work can be obtained by the children from their parents and friends, thus co-ordinating the school and community interests. The study of the work of these officials and institutions should be approached through concrete problems, such as getting money for public work, keeping the roads in order, adjusting troubles between individuals, sending and receiving mail. In finding the solution to these problems the children receive the desired information and training in citizenship.

*The City as a Unit in
Civics Teaching:*

The rapid development of cities and the great extent to which both city and rural life is controlled by the social and political organizations of the city makes the city a very important unit of civic study. The city government in all of its phases touches not only the life in the home, but is in every essential respect like the government of the state and the nation. It is of greater consequence to the majority of citizens because of the more intimate relations they maintain with the city. And because of this closer intimacy, the problems of social need and control are more concrete and therefore more readily understood and appreciated. Every municipal institution and plant may be seen at its work and a first-hand study made of its contribution to the individuals and home of the city.

Such problems as the following open up the study of the entire life of the city: (1) The in-

spection and care of food, (2) the supply and cost of water, (3) the paving and care of streets and roads, (4) the construction of public utilities, (5) the provision for education, amusement and leisure, (6) the care of the poor, the sick, and the aged, (7) the election, duties and pay of officials, (8) the work of churches and fraternal organizations, (9) the closing of saloons and dens of vice.

This life-like work through the school gives the pupils a feeling of ownership in the life of the city, and therefore a feeling of personal responsibility for its proper care. This consciousness of responsibility for good government is one of our greatest social needs. It can never be developed through text-book study, but must come through actual participation in civic life.

Teaching Civics

Through Dramatization:

Children enjoy the activities in dramatizing their school lessons and so receive more good from the instruction and drill given them. Much of the work in civics can be made life-like through dramatization. For instance, a number of the pupils may represent the school board, and others, representing parents or agents, may appear before the board in session, on certain business relations pertaining to the school. In this way the pupil may learn of the duties of the board and of their methods of doing business. In a similar way the pupils may dramatize the work of the city council, the justice courts, the directors of a bank, the health department, etc. Having to discharge the duties of the members of these bodies the pupils take more interest and care in posting themselves regarding these duties. As a means of enriching this work visits should be made to see some of these bodies

in session. In each of the play-sessions with the pupils a real problem in government should be the subject for consideration.

*Teaching Civics Through
Community Organiza-
tions:*

The most vital training in citizenship today is being given through the various forms of community organizations in which all members of society are participating. Illustrations of these organizations are the Parent-Teachers' Associations, the Farmers' Clubs, the Chamber of Commerce, the Church Leagues, the Women's Clubs, the Christian Associations. All of these organizations are voluntary and exist for civic and religious improvement without pay or legal coercion. The nature and motive of these organizations place them on a high civic plane, making them worthy of observation and study by the school children. Branches of many of these organizations exist for children so that they as members may actually participate in the same character of civic work. These organizations exist primarily for the purpose of awakening, developing and fostering high ideals and practices of civic virtues. They are the forerunners of good laws and law enforcement. They are the foundations and strength of good schools, righteous homes, and spiritual churches. It is through these organizations that the members of a community come to know, love, and co-operate with one another in the work of citizens.

*Teaching Civics Through
Holiday Celebrations:*

Holiday celebrations have for their primary purpose the deepening in the minds of our children their appreciation of the past heroes and events that have given to us our country and its blessings. These celebrations, by their

concrete and dramatic method, stir the imaginations of our children to a fuller understanding of the worth of these historic personages and achievements as means of securing the same high type of life today. These appeals to the imagination and the emotions result in a type of patriotism and an impulse to civic service that is of great value in the trials and tests that come to our citizens in critical moments of national life. Such lessons magnify the ideals of citizenship toward which all civic instruction tends and enriches the aesthetic joy which comes from a knowledge of the beauty of unselfish human service. Such days as Christmas, Thanksgiving, Memorial Day, Washington's Birthday, Fourth of July, and many others, are centers around which rich historic memories cluster that should never die in the consciousness of our nation. Good citizens love these days and our schools do well to help to perpetuate them. All peoples and nations have their festal days. The programs for these celebrations should bring out clearly and simply the true values of the contributions made by the historic heroes and events and not permit these values to be overshadowed by the sensational and transient features of the ceremonies. These exercises offer excellent opportunities for interesting the adult citizens in the work of the schools as well as interesting the children in the work beyond the school.

*Teaching Civics Through
Juvenile Leagues:*

The theory that the *child is father to the man* is recognized in the plan and work of the many Junior Civic Leagues throughout our country. Some of these, such as the Boy Scout Movement and the Camp Fire Girls, have

reached great proportions as national organizations. Their supreme purpose is a clean, happy, useful citizen. The churches, likewise, have the King's Daughters and various Guilds for their young people in civic and religious work. In some cities there are also Junior Civic and Industrial Leagues working as branches to the Commercial Clubs to train the boys and girls to know, to appreciate and to serve in the industrial life of the cities. The far-reaching significance of this work among the young cannot be better expressed than by this quotation from one of our greatest statesmen, William Jennings Bryan, in an address before the National Educational Association:

"Each individual finds his greatest security in the intelligence and happiness of his fellows—the welfare of each being the concern of all, and he should therefore exert himself to the utmost to improve conditions for all and to elevate the level upon which all stand."

Teaching Civics

Through Text-books:

The old text-books on civics, in which was emphasized the machinery of government, are of but little value, as they fail to interpret to the pupil the facts and relations of his own community life. The newer books of recent years have the "socialized" point of view, and in subject-matter and method, are approaching somewhat nearer to the needs of our schools. A text-book that closes up the hitherto gap between organized subject-matter and the daily life of the child is a good text for use. There is need for this type of text-book work on civics and citizenship in the upper grades. Such a book can well be termed "Community Civics," with the broad conception of community as the group-life

throughout the state and nation. In this text-book work emphasis should be placed upon the principles of government as they have been unfolded to the pupils in the concrete work in which they have participated in the lower grades. Likewise a study should be made of the ways in which these principles are applied by our law makers and administrative officials in serving the will of the people. Such a study should have as its ultimate purpose an intelligent initiative on the part of the citizens in the co-operative work of the government as it pertains to human betterment. The text-book work will secure such results only as it is supplemented and enriched with the methods and devices interpreted and described in the foregoing discussions. Such a course of instruction and training will produce a citizenship capable of maintaining, "a government of the people, by the people and for the people," the dream of our immortal Lincoln.





CIVICS AND CITIZENSHIP

Course of Study



CIVICS AND CITIZENSHIP.

Course of Study.

This syllabus is largely suggestive and it can be modified and enlarged by any resourceful teacher.

PRIMARY GRADES.

FIRST, SECOND AND THIRD.

1. *Duties in the home, school and community:* Kindness, helpfulness, industry, self-respect, unselfishness and co-operation, loyalty, self-control, cleanliness, punctuality, honesty, truthfulness, social courtesies.

These virtues are taught in connection with all of the lessons and activities of the school.

2. *Care of life, health and property:* How to avoid dangerous animals and vehicles, what to do in case of accidents, how to keep well, the care of the eye, ear and throat, how to use and protect one's own and others' property.

These duties are taught in connection with the social and legal regulations governing them.

3. *How to play and to be happy*—in the group games in class and on the playground, in the home, in the parks, in contests, and alone with books, in garden, field, and woods.

Emphasis is to be placed upon the provisions made by home, school and society for play and joy.

4. *How to save and invest*—Tomorrow's needs, the school savings banks, the lessons of the school garden and the canning clubs, the poultry yard and the seed corn, the granary, the store-house of the squirrel and the bee.

Emphasize the many ways in which society encourages and promotes thrift.

5. *Friendships*: How to make and keep friends, right kind of friends, of people, animals, plants, books, pictures, and ideals.

Stories can be used of great friendships in history, Bible and other literature.

6. *The method of civics instruction* in the primary grades is always concrete and centers around the lessons and activities of the class room, the school, the street, the highway, the parks, the church, the hospitals, libraries, woods and fields.

These lessons create and develop the life and spirit of the individual and the group.

7. *Holidays and Patriotism*: Thanksgiving, Christmas, Washington's Birthday, Lincoln's Birthday, Fourth of July, Decoration Day.

These celebrations should consist of simple exercises in which every child can have a part.

The aim should be true patriotism as a result of an intelligent appreciation of the unselfish service of these heroes and also an awakened desire to do something worthy of appreciation.

8. *Reverence*: Of parents, self, friends, truth, beauty, work, home, church and God.

This spirit is the fruitage of all other lessons properly taught. It is the feeling and attitude of mind that nothing shall be permitted to stand between the individual and these objects of reverence.

FOURTH GRADE.

1. *Continuation* of the lessons of the primary grades in their broader application to the community and the state.

2. *The relation of the home to the community*: The right kind of homes, the community institutions that the home needs, such as the market,

lighting system, telephones, postal service, fire departments, granaries, flour mills, coal mines, lumber yards, parks, hospitals, police departments, churches, libraries.

These should be emphasized as supplements to the home and as supported by the co-operative work of the homes. Proper balance should be given to the advantages of both rural and city home and community life. The advantages of each must overshadow the disadvantages.

3. *Teamwork in Class, Games and Clubs:* Forms of pupil government, debating societies, athletic contests, street cleaning brigades, flag drills, fire drills.

In all of this work the emphasis is to be placed upon the importance of co-operation in group life.

FIFTH GRADE.

1. *The City—All of its Activities.*

- (1) Looking after health.
- (2) Inspecting and care of food.
- (3) Providing water.
- (4) Keeping the city clean and beautiful.
- (5) The work of the fire department.
- (6) The police department.
- (7) The council and the laws.
- (8) What the city does for the schools.
- (9) Providing recreation and amusements.
- (10) How Children's Leagues can help in such work.

2. *The Country Community—All of its Activities.*

- (1) The school and the problem of consolidation.
- (2) Making good roads.

- (3) Mail service and telephones.
- (4) How farmers are improving their crops and animals.
- (5) The problem of health in the country.
- (6) What the county officials do for the people.
- (7) What country people do for recreation and pleasure.
- (8) The opportunity and work of the country church.
- (9) Boys and Girls' Club work.

SIXTH GRADE.

1. *The State Institutions.*

- (1) The necessity for and the different kinds of schools and reformatory institutions. Show how these mean good citizenship.
- (2) Show what the state does through taxes.
- (3) Show how the government controls certain kinds of business for the good of the people.
- (4) Show what young citizens can do to help the state officials to give the people good government.
- (5) Show what the community can do without the state helping.

2. *Privileges and Duties of Individuals in a State.*

- (1) Personal and property rights and duties.
- (2) Suffrage rights and duties.
- (3) Educational rights and duties.
- (4) Military rights and duties.
- (5) Religious rights and duties.
- (6) Health rights and duties.

- (7) Leisure and amusement rights and duties.

SEVENTH GRADE.

1. What the national government does for all citizens.
2. The rights and duties of all citizens in relation to national government.
3. How the national government regulates her relations with all citizens.
4. How each state works with the national government.
5. How the government gets money.
6. Who are citizens of the United States and what are their duties. How we make citizens out of foreigners.
7. How business between the states is regulated.

EIGHTH GRADE.

A good text should be studied in this grade.

1. A systematic study of the organization and work of the national, state, county and city governments, through the several departments and officers.
2. A study of the ways in which the government seeks to equalize responsibilities and blessings.
3. The mutual relation of the United States and other governments should be made significant through a few type studies; such as, immigration, commerce, travel privileges, studying abroad, religious privileges, intermarriage, treaties.

REFERENCE BOOKS ON CIVICS AND CITIZENSHIP.

1. Town and City, Book Three, By Jewett, 1906, Ginn & Company.

This is a most excellent little book on community hygiene. It is easily readable in the intermediate grades.

2. Community Civics, By Field and Nearing, 1916, The Macmillan Company.

This book is especially designed to teach civics in rural life. It is adapted to the intermediate grades.

3. Good Citizenship, By Richman and Wallace, 1908, American Book Company.

This is an excellent supplementary civics reader for the intermediate grades. It presents in a most interesting way the child's opportunities for rendering civic service.

4. The Young American, By Judson, 1908, Charles E. Merrill Co.

This is a civics reader consisting of historical discussions of the simple and vital principles of government and also containing many selections, largely from American authors, to be used as an aid in teaching true patriotism and citizenship. It is usable in the lower grammar grades.

5. The Young Citizen's Reader, By Reinsch, 1909, Sanborn & Company.

The main purpose of this little book is to train boys and girls to notice and to understand what is going on about them in their town, state and nation. It is adapted to the grammar grades.

6. Arms and the Boy, By Gignilliat, 1916, The Bobbs-Merrill Company.

This is a fresh, vigorous, and full presentation of the ideals and methods of military training in schools and colleges. It is a good book for the reference library.

7. *Socializing the Child*, By Dynes, 1916, Silver, Burdett & Company.

This is a teachers' guide for the teaching of history in the primary grades with the aim of emphasizing certain aspects of social education. It has valuable suggestions for the first, second, and third grades.

8. *The Community and the Citizen*, By Dunn, 1914, Heath & Company.

The theory of this book is that the object of study in civics instruction is not the text-book, but the community of which the pupil is a member. It is one of the best books for the grammar grades.

9. *Iowa and the Nation*, By Chandler and Cherny, 1915, A. Flannagan Company.

As the title suggests, this book is a combination of state and national civics. It is modern in its point of view and is adapted to the grammar grades.

10. *Preparing for Citizenship*, By Guitteau, 1914, Houghton-Mifflin Company.

This is an interesting and valuable book for the grammar grades. It emphasizes several features of the modern method of teaching civics. It is a grammar grade book.

11. *Essentials in Civil Government*, By Forman, 1909, American Book Company.

This book is intended for the seventh, eighth, or ninth grade, as systematic instruction in political ideals and civic morality. Its style is simple and popular.

12. Government in the United States, By Garner, 1916, American Book Company.

This book is a thorough discussion of the national, state and local government for grammar grade or lower high school.

13. The Government of American Cities, By Munro, 1912, The Macmillan Company.

This volume is an advanced treatment of the framework of municipal government. It is an excellent book for the library of the teacher or the school.

14. The Government of European Cities, By Munro, The Macmillan Company.

This volume presents a study of the government of French, Prussian, and English cities in comparison with the government of American cities. It is an advanced treatment desirable for the library of the teacher or the school.

15. How the Other Half Lives, By Riis, 1890, Charles Scribner & Sons.

This book describes life in the tenement district of New York. It is a classic of its kind and can be used to awaken an interest in and a sympathy for the less fortunate workers in the world.

16. The Making of Iowa, Sabin, 1916, A. Flanagan Company.

The aim of this little volume is to awaken and keep alive state patriotism. It is an excellent supplementary reader for the grammar grades.

17. Civil Government, By Flickinger, 1901, Heath & Company.

This is a scientific historical treatment of the development of government from local up to national systems. It is a good reference text.

18. Form and Functions of American Government, By Reed, 1916, World Book Company.

UNIV. OF CALIFORNIA

This volume is fresh, interesting and modern. It is a high school text, but should be in the reference library of teacher or school. Part VI, 180 pages on The Functions of Government, is of great value for instruction in citizenship.

19. History and Civil Government of Iowa, By Seerley and Parish, 1908, American Book Company.

This volume correlates the history and civics of Iowa. It is valuable in the development of state patriotism and in the general training for citizenship.

20. The Government of the United States, By Shimmell, 1916, Charles E. Merrill Company.

This is an old style book on the machinery of government, suitable for reference.

21. The American City, By Harold S. Buttenheim, Editor, Published monthly by the Civic Press, 87 Nassau Street, New York. Subscription price, \$3 a year.

This periodical is always full of valuable articles on city, town and rural civic life. It should be in every library for reference work.

22. Lessons for Junior Citizens, By Mary Hill, Ginn & Company.

This is a good book for the intermediate grades. It aims to develop an interest in the government and environment around the school and community.

23. Boy Scouts of America, Handbook for Boys, 1916, 200 Fifth Avenue, New York.

The work of this organization is to train the boys of America in good citizenship. Every teacher and school should have this book.

24. Camp Fire Girls Manual, 17 West Seventeenth Street, New York.

no vial
AMERICAN
The purpose of this organization is to "seek beauty, give service, pursue knowledge, be trustworthy, hold on to health, glorify work, be happy." It is an excellent organization for school girls.

25. Boys and Girls' Club Work, Extension Department, State College, Ames, Iowa.

These are excellent bulletins for various kinds of club work.



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